



CREATIVITY AMONG COLLEGE GOING STUDENTS IN RANCHI TOWN

Kalawati Jaiswal¹, Safeena Naaz²

¹ Former Head & Associate Professor, Department of Psychology, Marwari College, Ranchi University, Ranchi

² Research Scholar, University Department of Psychology, Ranchi University, Ranchi

ABSTRACT

This research paper investigates cognitive disparities among college-going students in Ranchi Town, focusing on fluency, flexibility, and originality across various demographic categories. The study analyzes mean scores and employs t-tests to discern significant differences within the population. The findings indicate that, while there is no significant difference in fluency between boys and girls, a noteworthy distinction emerges between tribal and non-tribal college students. These results suggest the importance of tailoring educational interventions to meet the diverse needs of students based on demographic differences. However, no significant differences were observed in flexibility and originality between boys and girls or among tribal and non-tribal college-going students. The study contributes valuable insights to educational research, emphasizing the necessity for nuanced approaches to address cognitive disparities and fostering an inclusive learning environment. Further research is recommended to delve deeper into the intricate factors influencing cognitive abilities within different demographic groups.

KEYWORDS: Creativity, Students, Cognitive Ability, Education, Ethnicity

INTRODUCTION

In the dynamic landscape of education, understanding and fostering creativity among students has emerged as a critical aspect of holistic development. Creativity is not confined to the realms of artistic expression but extends to problem-solving, critical thinking, and innovation—attributes essential for success in the 21st century. This research paper embarks on a journey to explore and compare the levels of creativity among college going students in Ranchi Town, delving into the unique context of tribal and non-tribal communities. Ranchi, a vibrant urban center situated in the heart of Jharkhand, encapsulates the diversity prevalent in India, with a juxtaposition of traditional tribal cultures and contemporary urban lifestyles. The selection of Ranchi Town as the focal point for this study is intentional, given its distinctive socio-cultural tapestry. The town not only hosts a mix of tribal and non-tribal populations but also provides an educational landscape that mirrors this diversity. College going students, at the cusp of adulthood, represent a crucial demographic in shaping the future of any community. Investigating the creative capacities of these students allows us to gain insights into the factors that may influence or hinder the development of creativity within these distinct cultural contexts.

The tribal communities in Ranchi have a rich cultural heritage deeply rooted in traditions passed down through generations. The symbiotic relationship between these traditions and the modern educational system poses intriguing questions about the interplay of cultural influences on creative thinking. On the other hand, non-tribal students may be exposed to a more cosmopolitan environment, potentially shaping their creativity through different influences. By juxtaposing these two groups,

this study aims to unravel the nuanced dynamics that contribute to the creative process of college going students in Ranchi Town.

Furthermore, the research recognizes the importance of creativity beyond its academic implications. The global economy increasingly values innovation and out-of-the-box thinking, making creativity a crucial skill for future success. As such, understanding the creative capacities of tribal and non-tribal college going students is not only academically pertinent but also socially and economically significant.

In the chapters that follow, this research will delve into the methodologies employed, data collected, and analyses conducted to decipher the creative landscape of college going students in Ranchi Town. By doing so, we aim to contribute valuable insights to educational practices, policy formulations, and community engagement strategies that foster creativity among the youth, ensuring a more inclusive and dynamic educational experience for all.

REVIEW OF LITERATURE

Moreno et al., (2023), conducted a systematic review on the relationship between creativity and academic achievement in adolescence. The objective of this systematic review was to analyze the connection between creativity and academic achievement in adolescent students, and to qualitatively explore the distinctions among various dimensions used to assess creativity in academic performance. In terms of methodology, the researchers consulted databases such as Web of Science, Scopus, PsycINFO, and ERIC. They used search formulations constructed using the keywords “creativity” and “performance.”

By applying eligibility criteria, a total of 15 studies were identified. The majority of the studies indicated a bidirectional relationship between creativity and academic performance. The dimensions most frequently examined were fluency, originality, and flexibility. Furthermore, the researchers discovered that specific aspects of creativity, such as creative expressiveness, played a moderating role in students' performance. However, some studies also suggested that there might not be a significant correlation between the two variables. The findings highlighted the need for the implementation of various educational strategies and resources aimed at enhancing student learning.

Park et al., (2023), conducted a longitudinal study of the effect of individual and socio-cultural factors on students' creativity. Fifth graders (male: 3,623, female: 3,701) from 242 schools in Korea were followed annually from their 5th to 9th grades (indicating from the 5th elementary school grade to the 3rd middle school grade in the Korean school system). The study found that, effects of self-regulation and peer attachment were greater in male than in female students. While the impact of autonomy-supportive parenting style was positively related to the children's creativity, that of the authoritarian parenting style was not. It was also found that the students' creativity developed nonlinearly.

Redó et al. (2021), conducted a study to analyze the dimensions of creativity in high-ability teenage students. The sample was obtained from 215 students, of which 31 were identified as high-ability students. The abilities associated with divergent thinking were assessed using the Torrance Test of Creative Thinking. The fluency, flexibility, and originality dimensions were assessed with the Scientific-Creative Thinking Test. The main findings of the study indicate a significant relationship between creativity and high ability, with high-ability students demonstrating greater fluency, flexibility, originality, and elaboration in their creative thinking. The study aimed to explore the dimensions of creativity in high-ability students from an exploratory perspective.

Kupers & van Dijk (2020), delve into the societal and ethical dimensions of creativity research. Their work explores how creativity impacts society and emphasizes the need to consider ethical considerations in the study of creativity. The study highlights the interconnectedness of individual creativity and the broader social context, emphasizing that creative actions can have profound implications for society, both positive and negative. Kupers and van Dijk's research draws attention to the responsibility of researchers and practitioners to understand the ethical and societal consequences of fostering creativity and to promote the common good through creative endeavors.

Objectives

The objectives of this research are:

1. To examine the influence of gender on creativity among college going students.
2. To examine the influence of ethnicity on creativity among college going students.

Hypotheses

To address these objectives, we formulated the following hypotheses:

1. There is no significant difference in fluency between boys and girls college going students in Ranchi Town.
2. There is no significant difference in fluency between tribal and non-tribal college going students in Ranchi Town.
3. There is no significant difference in flexibility between boys and girls college going students in Ranchi Town.
4. There is no significant difference in flexibility between tribal and non-tribal college going students in Ranchi Town.
5. There is no significant difference in originality between boys and girls college going students in Ranchi Town.
6. There is no significant difference in originality between tribal and non-tribal college going students in Ranchi Town.

METHODOLOGY

Participants:

The study included 80 college going students from Ranchi Town, comprising an equal number of boys and girls. The participants were selected from both tribal and non-tribal backgrounds.

	Boys	Girls
Tribal	20	20
Non-tribal	20	20
Total	40	40
Total		

Table 1: Sample Design

Instrument: To assess creativity, the Baqer Mehdi's Verbal Test of Creative Thinking developed by Dr. Baqer Mehdi was employed. This standardized test measures various aspects of creativity, including fluency, flexibility and originality.

Results: The analysis revealed the following results:

Fluency

Sub-groups	Mean	SD	Mean difference	df	t
Boys	24.87	5.06	.07	78	.06 ^{NS}
Girls	24.95	5.94			

NS: Not Significant

Table 2: Influence of gender on Fluency



Figure 1: Mean scores on fluency among college going students in relation to gender

From the above table 02 and figure 01, it is clear that, the mean scores among boys and girls college going students were found 24.87 and 24.95 respectively. The score of t-test was found .06

which is not significant. Hence, the null hypothesis that, there is no significant difference in fluency between boys and girls college going students in Ranchi Town, is accepted here.

Sub-groups	Mean	SD	Mean difference	df	t
Tribal	26.37	5.99	2.92	78	2.45**
Non-tribal	23.45	4.55			

**significant at 0.05 level

Table 3: Influence of ethnicity on fluency

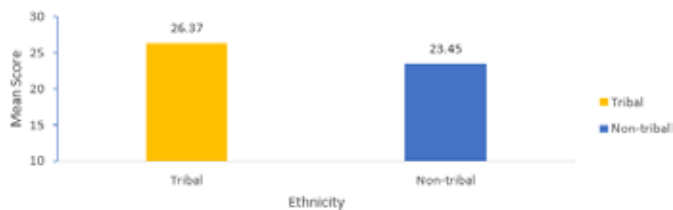


Figure 2: Mean scores on fluency among college going students in relation to ethnicity

From the above table 03 and figure 02, it is clear that, the mean scores among tribal and non-tribal college going students were found 26.37 and 23.45 respectively. The score of t-test was found 2.45 which is significant at 0.05 level of significance. Hence, the null hypothesis that, there is no significant difference in fluency between tribal and non-tribal college going students in Ranchi Town is rejected here. Which means there exists significant difference in fluency between tribal and non-tribal college going students.

Flexibility

Sub-groups	Mean	SD	Mean difference	df	t
Boys	45.15	1.26	0.02	78	.01 ^{NS}
Girls	45.12	1.64			

NS: Not Significant

Table 4: Influence of gender on flexibility

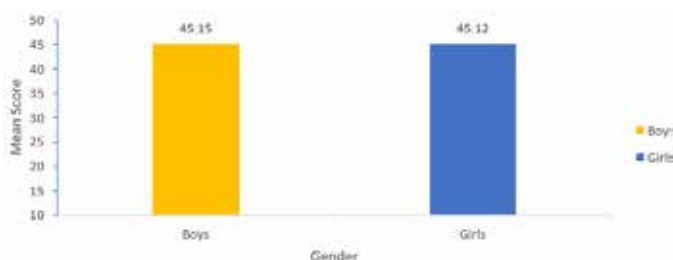


Figure 3: Mean scores on flexibility among college going students in relation to gender

From the above table 04 and figure 03, it is clear that, mean scores among boys and girls college going students were found 45.15 and 45.12 respectively. The score of t-test was found .01 which is not significant. Hence the null hypothesis that, there is no significant difference in flexibility between boys and girls college going students in Ranchi Town, is accepted here.

Sub-groups	Mean	SD	Mean difference	df	t
Tribal	47.02	9.55	3.77	78	1.86 ^{NS}
Non-tribal	43.25	8.56			

NS: Not Significant

Table 5: Influence of ethnicity on flexibility

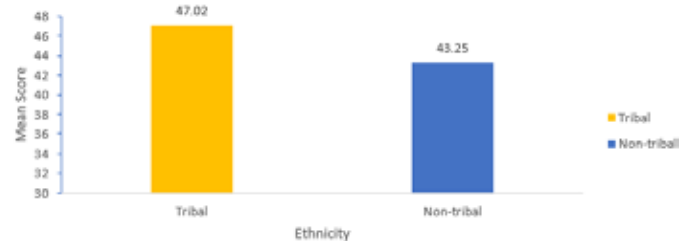


Figure 4: Mean scores on flexibility among college going students in relation to ethnicity

From the above table 05 and figure 04, it is clear that, mean scores among tribal and non-tribal college going students were found 47.02 and 43.25 respectively. The score of t-test was found 1.86 which is not significant. Hence the null hypothesis that, there is no significant difference in flexibility between tribal and non-tribal college going students in Ranchi Town, is accepted here.

Originality

Sub-groups	Mean	SD	Mean difference	df	t
Boys	45.62	10.35	0.07	78	0.03 ^{NS}
Girls	45.55	9.02			

NS: Not Significant

Table 6: Influence of gender on originality



Figure 5: Mean scores on originality among college going students in relation to gender

From the above table 06 and figure 05, it is clear that, mean scores among boys and girls college going students were found 45.62 and 45.55 respectively. The score of t-test was found .03 which is not significant. Hence the null hypothesis that, there is no significant difference in originality between boys and girls college going students in Ranchi Town, is accepted here.

Sub-groups	Mean	SD	Mean difference	df	t
Tribal	46.77	9.43	2.37	78	1.10 ^{NS}
Non-tribal	44.40	9.83			

NS: Not Significant

Table 7: Influence of ethnicity on originality

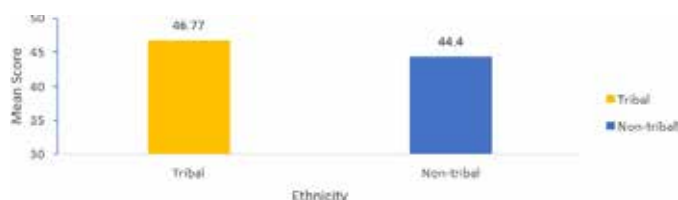


Figure 6: Mean scores on originality among college going students in relation to ethnicity

From the above table 07 and figure 06, it is clear that, mean scores among tribal and non-tribal college going students were found 46.77 and 44.40 respectively. The score of t-test was found 1.10 which is not significant. Hence the null hypothesis that, there is no significant difference in originality between tribal and non-tribal college going students in Ranchi Town, is accepted here.

DISCUSSION

The study conducted an analysis of mean scores among college-going students in Ranchi Town across different demographic groups, focusing on fluency, flexibility, and originality. Among boys and girls, the mean fluency scores were 24.87 and 24.95, respectively, with a non-significant t-test score of 0.06, leading to the acceptance of the null hypothesis of no significant difference in fluency between genders. However, when comparing tribal and non-tribal college students, the mean fluency scores were 26.37 and 23.45, respectively, resulting in a significant t-test score of 2.45 at a 0.05 level of significance. This led to the rejection of the null hypothesis, indicating a significant difference in fluency between these groups.

Similarly, in terms of flexibility, mean scores for boys and girls were 45.15 and 45.12, respectively, with a non-significant t-test score of 0.01, supporting the acceptance of the null hypothesis. Meanwhile, among tribal and non-tribal students, the mean flexibility scores were 47.02 and 43.25, with a non-significant t-test score of 1.86, leading to the acceptance of the null hypothesis in this case as well.

Lastly, in originality, mean scores for boys and girls were 45.62 and 45.55, respectively, with a non-significant t-test score of 0.03, supporting the acceptance of the null hypothesis. Among tribal and non-tribal students, the mean originality scores were 46.77 and 44.40, with a non-significant t-test score of 1.10, leading to the acceptance of the null hypothesis. Overall, the study provides insights into the cognitive abilities of college-going students in Ranchi Town, revealing certain demographic differences in fluency while indicating no significant disparities in flexibility and originality.

CONCLUSION

In conclusion, the comprehensive analysis of mean scores among college-going students in Ranchi Town across various demographic categories, focusing on fluency, flexibility, and originality, provides valuable insights into cognitive abilities within this population. The study revealed that there is no significant difference in fluency between boys and girls, as evidenced by mean scores and a non-significant t-test. However, a noteworthy distinction emerged between tribal and non-tribal

college students, indicating a significant difference in fluency.

On the other hand, when examining flexibility and originality, the study found no significant differences between boys and girls or between tribal and non-tribal college-going students. These findings contribute to our understanding of cognitive characteristics within different demographic groups in Ranchi Town. It is crucial to consider these distinctions for educational interventions and curriculum development tailored to the diverse needs of students. Nonetheless, further research and exploration are warranted to delve deeper into the factors influencing cognitive abilities and to enhance our understanding of the dynamics at play in the academic landscape.

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